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AUTHOR Yanossy, William J.
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ABSTRACT

A survey of teachers and students at a high school located in a small city within an argicultural district indicated the need for school administration to seek solutions and strategies for the problem of excessive discipline referrals among ninth graders. A target group of high-risk students (N=20) was identified with chronic discipline problems. The target group revealed that most students were disinterested in school and had failing grades. A humanistic approach was used with the target group. Implementation included parent conferences, home-school contracts, study halls with peer tutors, administrative counseling and praise, assertive discipline, and reducing the avenues for disruptive behaviors over a period of 10 weeks. A post-survey and individual reports indicated positive results. A faculty survey indicated a 2% decrease in discipline referrals from high academic classes and an 11% decrease in the basic classes with respect to discipline referrals. The number of students referred to the alternative program was reduced by 35%. The student survey showed a 20% increase in positive peer influence and a 25% increase in the target students' attitudes towards school. (Author/ABL)

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AN INTERVENTION PROGRAM TO REDUCE THE NUMBER OF DISCIPLINE REFERRALS OF HIGH-RISK NINTH-GRADE STUDENTS

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WILLIAM J. YANOSSY

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in the School Practices Information Files for reference.

June/1986

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

William J. Yanossy

William J. Yanossy

6-28-86

Date

TITLE: An Intervention Program to Reduce the Number of Discipline Referrals of High Risk Ninth Grade Students.

AUTHOR: Yanossy, William J., 1986 Practicum Report, Nova University, Center for the Advancement of Education.

DESCRIPTORS: Behavior Problems/Case Studies/Discipline/Classroom Management/Assertive Discipline/Alternative Education Programs/Peer Teaching/Student Behavior/ Student Evaluation/ Student Motivation/Referrals

ABSTRACT: This report describes alternatives used to reduce the number of discipline referrals generated by high-risk ninth-grade students. Teachers and students were surveyed prior to the implementation of administrative solutions. The surveys, along with the school discipline records indicated a need for the school administration to seek solutions and strategies for the problem.

A target group of twenty students were identified with chronic discipline problems. The target group revealed that the majority were disinterested in school and had failing grades. A humanistic approach was used with the target group. Implementation included parent conferences, home-school contracts, study halls with peer-tutors, administrative counseling and praise, assertive discipline and reducing the avenues for disruptive behaviors over a period of ten weeks. A post-survey and individual records indicated positive results with teachers and students. The majority of the target group improved their grades and behavior within that ten week program.

Practicum Advisor: Jack Buys

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3301 College Avenue
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Practicum Title: An Intervention Program To Reduce The Number Of Discipline Referrals Of High-Risk Ninth-Grade Students

Student's Name: William J. Yanossy

Program Site: Gainesville, FL Date: June 11, 1986

Observer's Name: Ollen C. Sperring Jr. Ollen C. Sperring Jr.
(please print ----------and sign)

Observer's position: Assistant Principal of Administration

Observer's comment on impact of the project (handwritten): A Significant impact has be observed with the ninth students. The original goal was not obtained, however it has given us additional insights and a positive outlook in dealing with ninth grade students.

I PURPOSE

Background of School and Community

The writer refers to a small city located in a community which is largely agricultural. The city is in the center of the school district which is made up of one vocational-technical school, one public high school, one public middle school and five elementary schools, two public and three private.

The majority of the population is located in the outlying rural areas. The population recorded in the 1980 census was 22,286 people in the county and a city population of 6,732 people. The county has experienced a 43.2 percent population growth in the last ten years which includes three percent elderly.

The majority of the parents of the students in the school district are involved in agricultural, clerical, managerial and other skilled positions. The school serves a low and middle income rural attendance area. The average income for the county is $8,320.

The writer is the Dean of Students at the high school. There is also one principal, three assistant principals, fifty-five teachers, three guidance counselors, six office staff members and three part-time student aides. The school provides a student-teacher ratio of twenty-three to one. The school district is served by one truancy officer who represents the high school and four other schools with a total enrollment of 4,508 students. The high school is made up of grades nine through twelve with a student enrollment of 1,286. Of these students 74 percent are

white, 25 percent are black and one percent other.

The school is located on a twenty-eight acre site. It is surrounded by physical education fields, two elementary schools, a vocational-technical school, two shopping centers, one skating rink and residential housing. The two shopping centers and skating rink present attractive nuisances for students at the school throughout the day.

Seventy-eight percent of the school's population is transported by buses and 19 percent drive personal vehicles. The 240 students park in two separate parking lots which are located on opposite sides of the school. This adds additional supervision problems for the administration and creates accessible avenues for skipping school.

The alternative programs at both the middle school and high school are devised to house students who have exhibited disruptive and/or disinterested behaviors in the classroom. Major offenses such as; excessive truancy, fighting and the use, sale or possession of drugs, alcohol or weapons mandate a hearing to determine if the student will be expelled from school or staffed into the alternative program.

The writer handles the majority of the discipline referrals and alternative school staffings. He has the authority to suspend students from school, administer corporal punishment and assign lunch and after school detention. In this capacity he has become acutely aware of students with reoccurring discipline referrals and the problems they present to the regular classroom teacher.

This problem of excessive discipline referrals was addressed by the writer.

Sixty-four percent of the teachers surveyed indicated that students who generated reoccurring discipline referrals are a problem. Teachers are not alone in their concern for order in the classroom; the student survey revealed that sixty-five percent surveyed indicated that classroom disruptions affected their learning and grades. Bachman(1971) reported that poor grades are an indicator of disruptive and/or disinterested students and those who are disruptive often have poor grades. Forty percent of the disruptive students have poor grades.

Reoccurring Discipline Problems as a Concern

The problem of reoccurring discipline problems in the classroom was a genuine concern of the teaching staff at the writer's school as evidenced by a survey conducted in January, 1986. The teachers were asked to indicate their response and personal comments concerning disruptive students. The responses revealed that continually disruptive students were a problem and school policy and procedures needed revising. The student survey, also administered in January 1986, showed that classroom disruptions did effect the learning and grades of the students.

This school had a high percentage of reoccurring discipline referrals from high-risk ninth-grade students. The writer collected data from the assistant principal in charge of discipline regarding ninth-grade discipline referrals. The results were analyzed and indicated that 201 students out of 436 were referred to

the office for discipline problems as of January 21, 1986. This includes 32 of the students who were referred to the alternative program as eighth-graders. The writer elected to focus his attention on these 32 high-risk students, of which 20 had already been referred to the alternative program the first semester of the 1985-86 school year.

Additional information was also obtained from the discipline offices at the middle school and high school from the previous three years. The information obtained has been shown in the following three tables.

Table A shows the actual number of ninth-grade students that were referred to the assistant principals office in comparison with the total ninth-grade enrollment. (Included were the results for the first semester of the 1985-86 school year.)

Table A: Ninth-graders Referred

Year	Number Referred	Percent of Total
1982-82	100-238	42%
1983-84	111-236	47%
1984-85	140-289	48%
1985-86	201-436	46%
3+ Years	552-1199	46%

Table B shows the actual number of ninth-grade students who were staffed into the alternative program as eighth-graders and then returned to that program during their first year in high school. These high-risk students were the target group of this

practicum. (Included were the results for the first semester of the 1985-86 school year.)

Table B: High-risk Ninth-graders Referred

Year	High-risk Referred	Percent Returned
1982-83	10-16	63%
1983-84	10-18	56%
1984-85	16-23	70%
1985-86	20-32	63%
3+ Years	56-89	63%

Table C shows what would happen if the targeted high-risk students statistics were not incorporated with the other regular classroom students. This gave a more accurate profile of the average conduct of each class. (Included were the results for the first semester of the 1985-86 school year.)

Table C: Ninth-graders Referred Without High-risk Included

Year	Referred Without High-risk	Percent of Total
1982-83	84-222	38%
1983-84	93-218	43%
1984-85	117-266	44%
1985-86	169-404	42%
3+ Years	463-1110	42%

Comparing the results of Table B with Table C, the writer noted a difference of 21 percent between the average number of students referred to the office and the number of targeted students staffed into the alternative program. The writer attempted to reduce the number of students staffed into the alternative program by 45 percent. This means that a 45 percent reduction in the number of discipline referrals by these high-risk students must be accomplished to reduce the number of students in the alternative program from 20 to 11.

The writer knew of nothing that had been done specifically to correct the problem. He has been in his present position since January, 1985, and was not aware of the implications and facts stated. A few administrative meetings were held to discuss the problems. However, no positive measures were instituted to deal with the problem.

The writer of this paper had access to student records, teacher class rolls and loads, peer counseling schedules and other school resources and materials that were useful to design and implement such a program. The principal of the high school viewed such a program as a possible solution to reduce the number of discipline referrals.

Objectives for the Target Group

Upon implementation of the ten week program the number of discipline referrals produced by the targeted high-risk students will be reduced by 45 percent. By reducing the number of referrals, this means that the number of students staffed into the alternative

program will also be reduced by 45 percent, a decrease from 20 students to 11 students. This will be accomplished by comparing the actual number of discipline referrals produced by each targeted student with the number that would actually be necessary to be staffed into the alternative program.

This program used 20 ninth-grade students who were staffed into the alternative program during the first semester of the 1985-86 school year. In order to measure the effectiveness of this program it was necessary to reduce the number of times each student was referred to the assistant principals office for discipline problems. This meant addressing possible causes of the discipline referrals.

By studying previous discipline referrals and results from teacher and student surveys, the writer documented the following as areas of needed improvement to reduce discipline referrals; off-task behaviors, physical and verbal aggressions, improving the students attitudes towards school and revitalizing parental interest and concerns to help modify student behavior.

II RESEARCH

Information Collection

Through a review of the research and a survey of the literature, the writer observed that there was a multitude of approaches to attempting to solve the problem of reoccurring discipline problems. While various school systems may utilize a wide variety of strategies to modify disruptive behavior, the writer of this paper was not able to determine from his findings that there is an absolute viable solution to the problem. The various school systems employed a wide variety of approaches which demonstrate the complexity of the issues and suggest that no one has discovered a comprehensive program attainable by all students (Whipple, 1977).

Various intervention methods dealing with classroom behavior problems, disturbing other students and destroying other students property were used. These included no recess, "time out", going to the office, reward with tokens, public reprimand and public praise, private reprimand and private praise, self-monitored punishment and self-monitored reward and home-administered punishment and home-administered reward. Students reported liking home-based intervention but did not rate public reprimand as a desirable method for changing behavior as reported by Turco and Elliott (1984), Yates and others (1980) and Corno (1982).

A summary of disciplinary approaches other than detention, suspension, expulsion and corporal punishment used by Pennsylvania schools are suggested:

1) Punishment (including witholding privileges, isolation and use of a demerit system).

2) Parental involvement (including home visitations, conferences and reporting students' misconduct).

3) Individualization (including counseling and referral).

4) Adjustment of educational offerings (including schedule changes, tutoring and special assignments).

5) Behavior modification (including behavioral contracts and reward systems).

(Pennsylvania Department of Education, 1977)

In studies conducted by Candler and Goodman (1979) and Zwald and Gresham (1982), peer interaction and behavior consultation into classroom disruptions was successfully used to help adolescent students manage their own behavior and decrease negative verbal interactions.

Group counseling provides therapeutic opportunities that help disruptive and alienated youth adjust to the realities of society in a manner that is healthful to the individual, the school and the community. Focused upon were the definition and implementation of specific goals to determine if disruptive students could assume responsibility for their own effective and active involvement. Results indicated that group counseling decreased school conflict and improved the self-concept of disruptive youth. The counseled groups decreased their referrals to the discipline office and improved their academic achievement.(DeEsch, 1980).

Stenson (1981) studied the development and implementation of behavioral and educational contracts for improving the students self-image. His research reveals that there is a high correlation between disruptive behavior and poor grades. Through these findings students with discipline problems were monitored and became involved in taking educational responsibilities.

The success of Stenson's program was influenced by:

1) parental support for the program
2) traditional punishment for referrals
3) fair and impartial treatment of students
4) daily contact with parents concerning each referral.

Solution Strategies

A wide diversity of functional approaches to solving the problem of reducing the number of discipline referrals were considered. The writer noted the following strategies as possible solutions to the problem.

Strategies

(a) A system of rewards and incentives to encourage good behavior among students will be implemented by the school administration.

(b) Home-school contracts will be used to enlist the aid of the parents in correcting the problem.

(c) Parents will be contacted daily pertaining to their child's disruptive behavior.

(d) Traditional punishment for discipline referrals will

entail: suspension, after-school detention. in-school suspension and work detention.

(e) Individual and group counseling will be used to implement specific goals to improve the self-concept.

The writer selected a combination of strategies that would be operational in a rural school setting. Due to the small town politics, the limitations of school and district funds and the time constraints remaining in the school year, the writer elected to incorporate a low-key strategy approach.

The writer implemented the following procedures for resolving the problem of reoccurring discipline referrals from high-risk ninth-grade students: the utilization of home-school contracts; concentrated group and individual counseling sessions; and by a peer tutoring assistance program.

The writer feels that being in the position of Dean of Students in charge of discipline at the school effectively helped to implement his strategy.

III METHODS

Implementation

The writer believed that four critical tasks must be accomplished to implement the selected strategies:

1) arrange for individual contact of each targeted student, advising them of the program that they were about to participate in and schedule them to a weekly counseling session with the writer.
2) arrange for and assign a peer tutor to each targeted student and include these tutors in the weekly counseling session with the writer.
3) arrange a conference with the parents/guardians of the targeted group, explaining the program and the home-school contract concepts.
4) arrange a meeting with the school faculty and guidance department to explain the program.

Operational Plan and Time Sequence

1) The writer assigned each target student with a peer-tutor during their study hall totaling 50 minutes three times a week beginning April 7, 1986 through June 11, 1986. The student was scheduled to report to study hall in the in-school suspension room twice a week during their regular study hall time beginning April 7, 1986 through June 11, 1986 for counseling.
2) The writer scheduled each parent/guardian of the target group for a conference to discuss their child's discipline

problems, grades and the concepts of the home-school contract beginning March 24, 1986 through April 6, 1986. In cases that a parent/guardian could not come to school, the writer made a home visit.

3) The writer met with the faculty and guidance department to explain the procedures and management system at 3:45 p.m. on March 18, 1986. Prior permission was acquired to: (1) institute daily contact with parents concerning their child's referral, (2) notify study hall teachers when the targeted students were to attend counseling sessions, (3) notify the guidance department of the counseling sessions and (4) notify the study hall teachers when the tutoring sessions would take place.

4) The parent/guardian of the target group was called each time their child was referred to the office. The implementation began on April 6, 1986 and a meeting to discuss the problems and successes of the program was held at 3:45 p.m. on May 2, 1986.

Implementing the Program

The writer met with each of the 20 targeted students, beginning February 4, 1986 through March 18, 1986, and carefully explained the program. The first orientation session produced four students who refused to participate, however, all four changed their positions after the parent conferences were held. There were six students who were reluctant, but agreed to give it a try. The remaining ten students expressed a deep desire to

participate in the program.

The 20 students were scheduled to report to the in-school suspension room for their study hall twice a week, Tuesdays and Fridays, beginning April 7, 1986 through June 10, 1986. Students were assigned to tutoring sessions according to the class or classes they were failing on the other three days. Teachers sent daily or weekly assignments for the peer-tutors to use.

The writer also scheduled a time each week beginning April 11, 1986 with each student to meet and discuss problems or give feedback concerning the program, school or home. This gave quality time for the writer to give all the praise possible and to be a good listener.

Progress forms were given to each student during the counseling sessions. These forms were used to monitor the student's progress throughout the week. The forms allowed for the student's teachers to make comments concerning grades, attendance and behavior in the classroom. These forms were not intended to be a punishment or a burden on the student, but a vehicle to give praise and recognition the moment it was placed in the writer's hand.

During the fourth week of the program the first of the target group students was staffed into the alternative program. This student however, did not exceed the the minimum number of referrals necessary to be staffed. His staffing was a result of a major offense where the immediate removal of the student from the regular school setting was the best possible solution besides expelling the student from school.

Towards the end of the fourth week and the beginning of the fifth week of implementation, two target group students expressed their desire to quit the program. The writer attempted to convince the students to remain with the program and later discovered, while talking to the guardians about their child's intentions, that these decisions had already been discussed at home and that no effort was made to involve the writer in making those decisions. The writer continued to keep in contact with the students and guardians on their child's behavior.

During the sixth week of implementation the two target students who quit the program and four other target group students were staffed into the alternative program for excessive discipline referrals. During the seventh week of implementation three students were staffed and during the eighth week three more were staffed into the alternative program for a total of thirteen. All but the first student were for excessive referrals.

The writer also notes at this time that there were two additional students who had exceeded the minimum number of referrals necessary to be staffed into the alternative program. However, these target students were not staffed into the alternative program because these violations occurred at the end of the ninth week and the beginning of the tenth week of implementation, which the administration felt was too close to the end of the school year.

During the implementation of this program it was also necessary to refer three of the targeted students to the Mental Health Counseling Center for problems which the writer felt were beyond

his capabilities. The Mental Healh Counseling Center has a contract with the school district and has a conference room where the students can receive additional help. While talking with these students it was realized that these personal problems did affect their well-being as well as their attitudes towards school in general.

There were times when the target group students were absent from school or skipped their study halls so that the tutoring or counseling sessions did not take place. The writer and students discussed the problem while meeting as a group on April 21, 1986 and the students agreed to attend the after school detention to make-up the time they had missed from the counseling and tutoring sessions. The students were made responsible for obtaining their own transportation home after school.

The close of the program on June 11, 1986 had seven of the original twenty that had not been staffed into the alternative program. This included the two who had exceeded the minimum requirements but were not staffed due to the time remaining in the school year.

The writer selected the strategy of home-school contracts from several resources that reinforced the idea that communication and support between the home and school was vital to the success of correcting the discipline problems, Rowe and Others (1974), Stenson (1981), Pennsylvania Department of Education (1977), and McClelland (1971). These sessions provided background information on the student's home life and gave the writer insights into the relationships shared by the students and their parents/ guardians.

As the program progressed it became necessary for many of the parents to be contacted by mail about the discipline referrals. Some parents/guardians simply were not at home when the calls were made and others had no phone. Arrangements were made with those who had no phone to leave messages with a neighbor or relative who would then contact the parent/guardian as soon as possible. This worked well with only a few minor complications.

The first two weeks of telephoning and contacting parents/guardians got positive results from the parents and negative responses from the students. All 20 students had been referred to the office at least three times during those first four weeks but tapered off as the program progressed. Parents were appreciative of the concern the school showed for calling and reporting on their child. These contacts were also useful in complementing the child on good progress reports, including grades, attendance and behavior improvements.

IV RESULTS

Evaluation Critera

1) The comparison of statistics will indicate a reduction of the rate of referrals for the group.
2) A follow-up survey of the teachers will show their support of the new program and decrease discipline referrals.
3) The comparison of statistics will indicate an improvement of grades by the target group.
4) A follow-up survey of the target group will reflect positive influence on the student by involving the parent/guardian.
5) The number of phone calls to the parent/guardian will show a positive correlation with the rate of referrals.

Evaluation Process

1) The writer administered pre-post surveys to the teachers and target group students, with the first surveys given on April 11, 1986 and the last on June 11, 1986.
2) The number of phone calls to the parent/guardian were monitored beginning April 7, 1986 through June 11, 1986.
3) Records and data concerning grades and discipline referrals of the target group were maintained beginning April 7, 1986 through June 11, 1986.

Outcome of the Data shows:

1) That 35% of the target group were not staffed into the alternative program for excessive discipline referrals.
2) That 65% of the target group did exceed the minimum number of referrals necessry to be staffed into the alternative program.

3) That 60% of the target group passed all of their classes at the end of the program.
4) That 40% of the target group failed one or more of their classes at the end of the program.
5) The faculty survey shows a 24% decrease by teachers concerning reoccurring discipline referrals as a problem.
6) The faculty survey shows a 7% increase in the number of teachers who contact parents when the student had been referred from their class.
7) The faculty survey shows a 2% decrease in discipline referrals from high academic classes and an 11% decrease in the basic classes with respect to discipline referrals.
8) The student survey shows a 20% increase in parent awareness of their child's conduct from a students perspective and a 40% increase in actual contacts during the implementation.
9) The student survey shows a 20% increase in positive peer influence and a 25% increase in the target students attitudes towards school.
10) The student survey shows a 50% increase in feelings towards the peer-tutoring program and a 60% increase in feelings towards the home-school contract program.
11) The number of students referred to the alternative program was reduced by 35%. This was 10% below the 45% reduction that the writer had projected at the beginning of the implementation of the program.

12) The results show that 121 phone calls were made to parents/ guardians during the implementation of the program.

13) The highest number of referrals were received during the fourth and sixth weeks with 21 referrals each. The third and fifth weeks had 18 and 17 referrals respectively.

14) The lowest number of referrals were received during the ninth and tenth weeks, both had only one. The eighth week was next with seven referrals.

Side Effects

1) Parents may refuse to participate in the home-school contract.

2) The parent/guardian may not always be contacted or made aware of their child's disruptive behavior until a day or two after the occurrance.

3) Some teachers will have only small problems with reoccurring disciplin problems because they teach only high academic classes.

4) Students have a much better attitude towards school and their peers.

5) Students, teachers and administrators working together for the good of those involved.

6) Professional attitude among the teachers and administration.

7) The parent/school relationship has increased the awareness of the discipline problems involving their children.

8) The grades of the target group increased while the number of referrals decreased.

V RECOMMENDATIONS

It has been decided to implement a similar program next school year. Some of the factors which were considered were:

1) Positive feedback from the participants.
2) The significance of the parent/school contracts in outcomes of the target group.
3) The change in the target group's attitude towards school as indicated by the student survey.
4) The teacher survey showed a decrease in the number of re-occurring discipline problems.
5) The student data shows that if the administration takes the time to address problems that grades and behavior can be improved.

The writer was encouraged at the close of the program with the results, but has decided to make the following changes in implementation:

1) Identify ninth grade students who have had reoccurring discipline problems before the beginning of the new school year.
2) Identify students in grades ten through twelve who have had discipline problems in the previous years and attempt to implement the program at the beginning of the next school year.
3) Involve the parent/guardian before the student reaches the danger zone.
4) Plan to enroll more peer-tutors into the program.

5) Implement the home-school contract as soon as possible once the students have beentargeted.

6) Find different alternatives for after school detention. Transportation for some students was difficult.

7) Find time for the guidance department and occupational specialist to talk to the targeted students to set future goals.

8) Involve the teachers with becoming more involved with the personal aspects of a students life. Most problems arise at home and are directly responsible for the student's actions at school.

The writer would be delighted to share his ideas and opinions with others who are interested in this matter of reoccurring discipline problems. After researching the materials the writer realizes that there is no absolute solution to this problem. There are so many aspects that must be considered, especially when there are so many personalities involved: teachers, administrators, counselors, peer-tutors and the target students themselves. This problem may not be completely eliminated, but it can be reduced if the time and the effort is applied and maintained.

The writer concludes this project feeling that it has been successful and meaningful. It has opened the writer's eyes to many new doors.

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APPENDICES

Appendix A

THE RESULTS OF THE FACULTY SURVEY

DISCIPLINE REFERRAL SURVEY FOR FACULTY

Indicate your position by checking the response and return to the assistant principals' office.

Yes	No	
64%	36%	1. Do you feel that chronically discipline referred students are a problem?
44%	56%	2. Do these students significantly effect the quality of your teaching?
52%	48%	3. Do you feel the schools' discipline policy needs to be revised?
89%	11%	4. Are you in favor of a program that will address this problem specifically?

5. How many students in your classes must you reprimand for misconduct three of more times each period.

11% 0-5 students per day
21% 6-10 students per day
52% 11-15 students per day
11% 16-20 students per day
5% 21 or more students per day

66%	34%	6. Have you contacted the parent or guardian of the student because of misconduct?
37%	63%	7. Do you feel students who are chronic discipline problems should be allowed to return to class?

8. What areas of misconduct have accounted for the majority of your discipline referrals?

A. tardies to class

B. throwing or projecting objects

C. indecent and immoral language

D. verbal and physical aggression

E. being out of seat without permission

F. coming to class unprepared

G. insubordinate or disrespectful attitude

APPENDIX B

THE RESULTS OF THE STUDENT SURVEY

DISCIPLINE REFERRAL SURVEY FOR STUDENTS

You have been selected in the high school to participate in this survey. Indicate your position by checking your response. Teachers, please return these surveys to the assistant principals' office once they are completed.

Yes	No	
38%	62%	1. Do you feel chronic discipline referred students are a problem?
66%	34%	2. Do these students effect your learning?
72%	28%	3. Are you in favor of a program that will address these problem students?

4. The discipline policy here at the school is: (check one)

   A. Too lenient 0%
   B. Acceptable 69%
   C. Too severe 31%

21%	79%	5. Have your parents or guardians been contacted by school personnel because of your misconduct?
42%	58%	6. Do you feel students who are chronically disruptive should be allowed to return to class?

7. In your opinion what can be done by the school to reduce the number of students who are chronically disruptive?

   A. telephone parents when students referred to office
   B. more parent conferences
   C. increased counseling
   D. group counseling
   F. more suspension days
   G. more after-school detention

APPENDIX C

HOME-SCHOOL CONTRACT

We, at _____ School, believethat your child is a by-product of his/her parents, community environment and the school they attend. We feel that the parent/ guardian wants the best for their child. However, today's youth face more difficult pressures than ever before. This not only causes problems for the child, but it also makes it difficult for parents and school officials to deal with the childs needs and problems.

The home-school contract is designed to bridge the gap between the parent/guardian and the school. By bridging this gap, goals and guidelines can be established to meet the needs and problems of your child.

Your approval and support are needed for your child tp participate in the following programs:

(Please check the program you desire for your child.)

_____ Monitored Study Hall

_____ Peer-tutoring Program

_____ Counseling

It has been brought to our attention that your son/ daughter _____ has been referred to the assistant principals office _____ times this year. We are also aware that your child is not making satisfactory grades.

I am aware of the problems that my child is having and I am willing to give my full support and co-operation to help the school and my child.

_____ _____
Parent/ Guardian Date

_____ _____
School Official Date

APPENDIX D

SCHOOL-HOME PHONE LOG

NAME OF STUDENT	TEACHER	DATE	OFFENSE

APPENDIX E

REFERRALS AND GRADES OF TARGET GROUP

April 7, 1986 Through June 11, 1986

			APRIL 7, 1986		JUNE 11, 1986	
STUDENT #	RACE/SEX	AGE	CLASSES FAILING	REFERRALS	CLASSES FAILING	REFERRALS
1	W F	15	1	15	0	20
2	W M	15	2	15	0	22
3	B M	16	4	16	4	21 **
4	W F	15	3	15	2	22
5	W F	15	2	17	0	24
6	B M	16	4	19	2	26
7	W M	15	2	16	0	23
8	B F	16	3	18	1	25
9	W M	15	1	17	0	20
10	W M	15	2	15	0	22
11	W F	15	1	15	0	19
12	W M	14	3	17	1	24
13	W M	14	2	16	0	23
14	W M	14	3	17	2	24
15	B M	15	1	14	0	17
16	B F	14	3	18	1	25
17	B M	16	4	20	2	27
18	W M	15	2	18	0	25
19	B F	14	1	14	0	17
20	W M	15	2	17	0	24

** This student was staffed into the alternative program because of a major violation not because of excessive discipline referrals.

APPENDIX F

PROGRESS REPORT

Date_____

TEACHERS: This is a progress report for _____
This report will be taken home to parents/guardians. Please comment on academic progress and behavior.

Thank you,

_____
School Official

1st Period	2nd Period
3rd Period	4th Period
5th Period	6th Period

7th Period

APPENDIX G

PHONE LOG DATA

April 7, 1986 Through July 11, 1986

The phone calls made to the parent/guardian of the targeted students revealed the following information:

1) A total of 121 phone calls were made from April 7, 1986 through Luly 11, 1986.
2) Nine calls were made from April 7, 1986 through April 11, 1986.
3) Twelve calls were made from April 14, 1986 through April 18, 1986.
4) Eighteen calls were made from April 21, 1986 through April 25, 1986.
5) Twenty-one calls were made from April 28, 1986 through May 2, 1986.
6) Seventeen calls were made from May 5, 1986 through May 9, 1986.
7) Twenty-one calls were made from May 12, 1986 through May 16, 1986.
8) Fourteen calls were made from May 19, 1986 through May 23, 1986.
9) Seven calls were made from May 26, 1986 through May 30, 1986.
10) One call was made during each week, June 2, 1986 through June 6, 1986 and June 9, 1986 through June 11, 1986.

APPENDIX H

PRE-STUDENT SURVEY

Your input is greatly needed. Please indicate your position pertaining to the peer-tutor assistance program, counseling program and home-school contracts. Thank you.

ES	NO	
5%	75%	1. Are parents aware of all discipline referrals of their children?
0%	60%	2. Are your peers a positive influence upon you?
5%	65%	3. Is the peer-tutoring program successful?
0%	90%	4. Do you feel the school is concerned about you?
0%	40%	5. Have your parents been contacted this grading period concerning your discipline referrals?
5%	85%	6. Are you presently making passing grades?
5%	75%	7. Do you like school?
5%	85%	8. Is the home-school contract a successful program?

9. List some of the positive effects of the program.

Parents were more aware of student's problems at school, No comment

10. List some of the negative effects of the program.

Too much work to do, too much pressure, no comment

APPENDIX I

PRE-FACULTY SURVEY

Your input is greatly needed. Please indicate your position pertaining to reoccurring discipline problems. Please return to the assistant principals' office as soon as possible. Thank you.

YES	NO	
64%	36%	1. Are reoccurring discipline referred students a problem?
15%	85%	2. Do you contact the parents when the student has been referred from your class?

3. Which of the classes that you teach have the greater number of discipline problems?

63% Fundamental

35% Basic

2% High Academic

52%	48%	4. Do you feel the schools' discipline policy needs to be revised?
76%	24%	5. Do you feel that the assistant principals office should become more severe with the punishment for disruptive students?

6. Please list any positive effects pertaining to the discipline policy at the school. The students know what type of punishment to expect, fair system, no comment

7. Please list any negative effects pertainig to the discipline policy at the school. Students are given too many chances, too many levels, more suspension days, get rid of lunch detention, no comment

APPENDIX J

POST-STUDENT SURVEY

Your input is greatly needed. Please indicate your position pertaining to the peer-tutor assistance program, counseling program and home-school contracts. Thank you.

YES	NO	
45%	55%	1. Are parents aware of all discipline referrals of their children?
60%	40%	2. Are your peers a positive influence upon you?
85%	15%	3. Is the peer-tutoring program successful?
80%	20%	4. Do you feel the school is concerned about you?
100%	0%	5. Have your parents been contacted this grading period concerning your discipline referrals?
60%	40%	6. Are you presently making passing grades?
50%	50%	7. Do you like school?
75%	25%	8. Is the home-school contract a successful program?

9. List some of the positive effects of the program.
Improved my grades, helped my attitude towards school, made new friends, made my parents more aware of my behavior at school

10. List some of the negative effects of the program.
Demands too much of my time, hate after school detention, parents know what to expect now, no comments

APPENDIX K

POST-FACULTY SURVEY

Your input is greatly needed. Please indicate your position pertaining to reoccurring discipline problems. Please return to the assistant principals' office as soon as possible. Thank you.

YES	NO	
50%	50%	1. Are reoccurring discipline referred students a problem?
22%	78%	2. Do you contact the parents when the student has been referred from your class?

3. Which of the classes that you teach have the greater number of discipline problems?

76% Fundamental

24% Basic

0% High Academic

40%	60%	4. Do you feel the schools' discipline policy needs to be revised?
51%	49%	5. Do you feel that the assistant principals office should become more severe with the punishment for disruptive students?

6. Please list any positive effects pertaining to the discipline policy at the school. Increase the tutoring time, telephone contacts, parent conferences and after school detention

7. Please list any negative effects pertainig to the discipline policy at the school. Remove lunch detention as a form of punishment, decrease the amount of counseling time with the administration, do not give students so many chances